

## SECTION I

### PART E STATEWIDE REMEDIAL EDUCATION POLICY

#### 1.00 Introduction

This policy is designed to ensure that:

- All enrolled first-time undergraduate students (as defined in section 3.04) are prepared to succeed in college-level courses.
- Students assessed as needing remedial instruction have accurate information regarding course availability and options to meet the college entry-level competencies.
- Colorado public high schools are informed about the level of college readiness of their recent high school graduates.

The policy applies to all state-supported institutions of higher education (i.e., four-year and two-year colleges), including all entering undergraduates and freshmen admitted into extension programs of the state-supported universities and colleges. The governing boards and institutions of the public system of higher education in Colorado are obligated to conform to the policies set by the Commission within the authorities delegated to it by C.R.S. 23-1-113.3.

**Commission directive – basic skills courses.** (1) ON OR BEFORE SEPTEMBER 1, 2000; THE COMMISSION SHALL ADOPT AND THE GOVERNING BOARDS SHALL IMPLEMENT STANDARDS AND PROCEDURES WHEREBY BASIC SKILLS COURSES, AS DEFINED IN SECTION 23-1-113 (4) (c), MAY BE OFFERED BY STATE INSTITUTIONS OF HIGHER EDUCATION PURSUANT TO THIS SECTION.

#### 2.00 Role and Responsibilities

##### 2.01 Commission Role and Responsibilities

- 2.01.01 To design and implement statewide policies for remedial education.
- 2.01.02 To provide the General Assembly information on the number, type, and cost of remedial education provided.
- 2.01.03 To develop appropriate funding policies that support the institutional roles and missions.
- 2.01.04 To ensure the comparability of these placement or assessment tests.

- 2.01.05 To ensure that each student identified as needing basic skills remedial course work is provided with written notification identifying which state institutions offer such basic skills courses and the approximate cost and relative availability of such courses, including any electronic on-line courses.

## 2.02 Governing Board Role and Responsibilities

- 2.02.01 To ensure that each enrolled first-time undergraduate enrolled at one of its institutions is assessed in mathematics, writing, and reading prior to enrolling in the second semester of their college career. If the student has completed one of the following within the past five years, no additional assessment is required:

- 2.02.01.01 scored a 19 or higher mathematics subscore, an 18 or higher writing (English) subscore, and a 17 or higher reading subscore on the ACT Assessment Test; or
- 2.02.01.02 scored 430 or higher on the SAT Verbal (English) for reading, 440 or higher on the SAT Verbal (English) for writing, and 460 or higher on the SAT mathematics; or
- 2.02.01.03 scored 85 or higher on the Accuplacer Elementary Algebra test, 95 or higher on the Accuplacer Sentence Skills test, 80 or higher on the Accuplacer Reading Comprehension test; or
- 2.02.01.04 met one of the following criteria for exemption from assessment. In addition to those listed in section 3.04.02, exemptions include students who:
  - a) have successfully completed a college-level mathematics and college-level writing course; or
  - b) have successfully completed necessary remedial course(s), if required, in mathematics, writing, and reading.

Note: Successfully completed refers to a student who earns a grade of C- or higher or a Satisfactory completion.

- 2.02.02 To ensure that each enrolled first-time undergraduate whose assessment score indicates inadequate college preparation in mathematics, writing, and reading has the appropriate advising information regarding the necessity to enroll in remedial skill classes during the first semester following a placement test.
- 2.02.03 To ensure that each enrolled first-time undergraduate shall take placement or assessment tests in mathematics, writing, and reading, and that institutions inform the students needing remediation of the responsibility to complete the course work within the first 30 semester hours.

- 2.02.04 To ensure that each enrolled first-time undergraduate identified as needing basic skills remedial course work is provided with written notification identifying which state institutions offer such basic skills courses, including any electronic on-line courses.

## 2.03 Institutional Role and Responsibilities

- 2.03.01 To assess college readiness in mathematics, writing, and reading and ensure that the state-approved tests are administered as needed.
- 2.03.02 To inform students identified with remedial needs that s/he should complete remediation no later than the end of the freshmen year (i.e., within the first 30 semester hours after being matriculated as a college student). For students with unmet remedial needs who have completed 30 or more credit hours, institutions must require that a student meet with an academic advisor on the need to address basic skill deficiencies before registering for additional course work.
- 2.03.03 To place students in the appropriate level of course work upon assessment. Students not meeting the specified minimum cut score may be placed in college-level courses and reported as such, provided that a student's transcripts or other secondary-level assessment justifies such placement.
- 2.03.04 To offer basic skills courses as allowed within statutory role and mission.
- 2.03.05 To submit remedial data to the Commission.

## 2.04 Student Responsibilities

- 2.04.01 To take the required assessment and placement tests, if necessary, prior to or during the first term of enrollment.
- 2.04.02 To take the appropriate remedial course work no later than the end of their freshman year (i.e., within the first 30 semester hours) if a student is identified as needing remediation.

## 3.00 Terminology

- 3.01 **Assessment Tests:** Colorado accepts three assessment instruments for determining if the first-time student is college ready in mathematics, writing, and reading based on the relevant cut scores listed in Attachment B.
  - 3.01.01 ACT:  
Math: ACT Assessment mathematics subscore  
Writing: ACT Assessment English subscore  
Reading: ACT Assessment reading subscore

3.01.02 SAT:  
Math: SAT Mathematics  
Writing and Reading: SAT Verbal

3.01.03 Accuplacer:  
Math: Elementary Algebra  
Writing: Sentence Skills  
Reading: Reading Comprehension

3.02 **Basic Skills:** Courses that are designed to provide instruction in academic skills or remedial courses that are necessary content preparation for college-level work. By definition, basic skills courses will not count as credit for any academic degree at an institution. Vocational certificates and A.A.S. degrees are excluded from this definition of academic degrees.

3.02.01 **Academic Skills:** Basic skills courses that teach study skills necessary to succeed in college. Examples of such courses include Study Skills, College Survival Skills, Listening and Note Taking, How to Study Your Textbooks, and Memory and Test Taking.

3.02.02 **Remedial Courses:** Basic skills courses designed for students deficient in the academic competencies necessary to succeed in a regular college curriculum, including:

- a) Mathematics – Courses that primarily cover concepts introduced in elementary algebra, geometry, and intermediate algebra. The courses focus on word problems that would most likely be solved by arithmetic, knowledge of number systems (e.g., positive and negative numbers, square root, squares, percent, ratio, and conversion of fractions to decimals), simple equations, and finding information from a graph.
- b) Writing – Courses that concentrate primarily on grammar, word usage, and punctuation. The courses focus on the student's ability to construct sentences with basic agreement among nouns, verbs, and pronouns in the same phrase, avoid gross errors in simple sentence structures, and logically select and order main ideas in a paragraph using appropriate transition words.
- c) Reading – Courses that focus primarily on non-technical vocabulary, word identification, and reading of everyday material. The courses focus on developing the student's ability to recognize and comprehend discrete pieces of information, understand relationships explicitly stated in a paragraph or passage, and comprehend words or phrases in context.

Course work may be delivered through traditional classroom methods or vestibule laboratories. Vestibule labs are supervised by faculty to offer instruction in specifically-identified basic skill deficiencies. Deficiencies may be self-identified by the student or from instructor referral.

3.03 **College level courses:** Courses that apply to the graduation requirements of an academic degree.

3.04 **First-Time Undergraduate:** As applied in this policy, an undergraduate student enrolling in a higher education institution for the first time with no previous postsecondary experience. Enrollment in personal enrichment or avocational courses is not considered previous postsecondary experience. Prior enrollment as a high school student concurrently enrolled in a higher education institution does not preclude a student from being categorized as first-time.

3.04.01 Three groups of students are included in the definition of first-time undergraduate unless exempted below:

3.04.01.01 first-time, degree-seeking undergraduates;

3.04.01.02 non-degree-seeking undergraduates who change to degree-seeking status; and

3.04.01.03 non-degree-seeking first-time undergraduates who have graduated from a Colorado public or private high school (or its equivalent) during the previous academic year.<sup>1</sup>

3.04.02 Students who have completed either a college-level mathematics and college-level writing course or a remedial course (if required) in mathematics, writing, and reading are exempt from assessment. Other students exempt from assessment include those who:

3.04.02.01 earned a baccalaureate degree; or

3.04.02.02 earned a transfer-oriented associate degree (i.e., A.A. or A.S.); excludes A.G.S. and A.A.S. graduates; or

3.04.02.03 are pursuing a vocational certificate. Note that some institutions' assessment requirements may be more stringent than that set by the Commission (e.g., requiring assessment of certificate-seekers); or

3.04.02.04 are a concurrently enrolled high school student until they are matriculated by the institution as a degree-seeking undergraduate by an institution; or

3.04.02.05 are exchange students (students coming from another institution, state, or country for study) for a defined period of time (e.g., academic term or year); or

3.04.02.06 are non-degree-seeking undergraduates (unless recent high school graduates referenced above) until they become degree-seeking.

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<sup>1</sup> Pursuant to C.R.S. 23-1-113.3, CCHE must provide a high school feedback report to Colorado school districts on remediation of their recent high school graduates. For that report, recent high school graduates are defined as degree- and non-degree-seeking undergraduates who a) have graduated from a Colorado public or private high school (or its equivalent) during the previous academic year; or b) are 17, 18, or 19 years of age if year of high school graduation is not provided by the higher education institution. Age will be calculated as of September 15 of the specified fiscal year.

## **4.00 Process and Procedures**

### **4.01 Governing Board Policy Requirements and Format**

- 4.01.01 In order to comply with section 2.02.01 and 2.02.02 of this policy, each governing board shall require its institutions to develop remedial procedures that:
- Specify the test administration policy, including dates and location or test administrator (e.g., contract with another college).
  - Specify its practices for informing students regarding the availability of remedial courses, including any electronic on-line courses.
  - Specify the practices for determining how the students who are diagnosed as needing remedial courses have satisfied the remedial requirements.

### **4.02 Funding**

- 4.02.01 Any state-supported institution of higher education with a two-year statutory role and mission may offer and receive state general fund for basic skills courses.
- 4.02.02 Any state-supported institution of higher education without a two-year role and mission is prohibited from claiming general fund support for basic skill credit hours. However, these institutions may offer basic skills courses by contracting with a Colorado public community college or on a cash-funded basis, except for Metropolitan State College of Denver and the University of Colorado at Denver. Colorado statute states that the Community College of Denver is the only institution on the Auraria campus authorized to deliver basic skills courses – for state support or for cash.
- 4.02.03 No institution of higher education may include basic skills credit hours generated by postsecondary options (PSEO) or FastTrack students in the number claimed for state general fund support or include students concurrently enrolled in home schooling.

## **5.00 Accountability and Data Reporting**

- 5.01 Any institution that provides basic skills courses – whether the courses are delivered for cash or receive state support -- shall collect data regarding student performance, including data that describes the students who take basic skills courses, the school districts from which said students graduated, the year in which they graduated, the basic skill areas that required remedial instruction, and the credit hours earned in remedial courses.
- 5.02 All institutions providing basic skills courses shall submit the required files to the Commission, following its prescribed data definitions and reporting dates.

5.03 The Commission shall transmit annually to the Education Committees of the Senate and the House of Representatives, the Joint Budget Committee, and the Department of Education, an analysis of the data including:

- The number of students who take basic skills courses,
- The costs of providing basic skills courses, and
- Whether students who complete said basic skill courses successfully complete the requirements for graduation.

To determine the students included in the recent high school graduate cohort, the age will be estimated using the date of birth provided by the institution (as of September 15 of the fiscal year being reported) if a student's high school graduation date is not submitted.

5.04 The Commission shall disseminate the analysis to each Colorado school district and the public high schools within each district, complying with CCHE's adopted Privacy Policy.

5.05 The institutions shall provide any financial information, including FTE generated by remedial courses and program costs, following prescribed data definitions and formats.

This table will be monitored annually once Colorado data are collected. Cut scores may be adjusted higher or lower based on empirical data of student performance in college mathematics and college writing courses.

<b>SKILL AREA</b>	<b>ACT Subscore</b>	<b>SAT Subscore</b>	<b>ACCUPLACER Score</b>
Mathematics	Math: 19	Math 460	Elementary Algebra: 85
Writing	English: 18	Verbal 440	Sentence Skills: 95
Reading	Reading: 17	Verbal 430	Reading Comprehension: 80